

**Texas Education Agency  
Standard Application System (SAS)**

<b>2018-2019 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1</b>			
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<b>FOR TEA USE ONLY</b> <b>Write NOGA ID</b> <small>Place date stamp here</small>  <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED  TEXAS EDUCATION AGENCY  2018 APR 30 PM 1:27  DOCUMENT CONTROL CENTER  GRANTS ADMINISTRATION </div>	
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019		
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018		
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>		
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>		

**Schedule #1—General Information**

**Part 1: Applicant Information**

<b>Organization name</b>		<b>County-District #</b>		<b>Amendment #</b>	
After-School All-Stars North Texas					
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>			
95-4441208	10	837280692			
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>	
2904 Floyd St		Dallas	TX	75204-5910	
<b>Primary Contact</b>					
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>		
Marissa		Castro Mikoy	Executive Director		
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>		
(214) 455-4679	<a href="mailto:marissa@as-as.org">marissa@as-as.org</a>				
<b>Secondary Contact</b>					
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>		
Lizzie		Arington	Development & Marketing Mgr		
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>		
(513) 675-0784	<a href="mailto:lizzie@as-as.org">lizzie@as-as.org</a>				
<b>Part 2: Certification and Incorporation</b>					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Marissa		Castro Mikoy	Executive Director
Telephone #		Email address	FAX #
(214) 455-4679		<a href="mailto:marissa@as-as.org">marissa@as-as.org</a>	

Signature (blue ink preferred)

Date signed

April 27, 2018

*Only the legally responsible party may sign this application*

701-18-111-060

**Schedule #1—General Information**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 07/01

End date (MM/DD): 06/30

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 94-4441208

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

After-School All-Stars North Texas (ASAS NTX), Dallas Independent School District (DISD), and Life School Charter (LSC) will partner to provide four community learning centers (CLCs) including comprehensive afterschool and summer programs designed to address the needs of working families and their students as identified in the community needs assessment. Sites were selected based on the lack of availability of current services, discussions with district administration, gathering demographic data, analyzing parent surveys, and interviewing school leadership. Key needs identified were grouped in the following categories: academic achievement, health & safety, and poverty. While Dallas has 31% of children living in poverty, only 4% of afterschool programs are offered free or low-cost in Dallas County (Dallas Afterschool, 2016). Our theory of action is that by providing free engaging afterschool and summer school programs to Dallas students from working families, ASAS can help keep kids safe and healthy while also increasing student academic achievements. Students served by this grant will be in grades K-8 across the CLCs, a vulnerable age group for adolescent youth. Increasing overall student academic achievement and health and safety outcomes will lead to economic gains for the community as these children graduate high school, go on to college or vocational school, and find careers they love. The goals of this grant are to increase students' academic achievements, decrease negative behavior incidences, and engage students (primarily low-income youth of color) in enriching afterschool and summer opportunities that are aligned to support DISD and LSC goals, including: 1) all students participate in at least one extracurricular activity each year, 2) all students are satisfactory or above performance on State assessments, 3) the achievement gap by race, ethnicity and socioeconomic status will be no greater than 10 percentage points on all academic measures; 4) 95% of students will graduate 5) prepare students for life and develop them as leaders.

The budget for this project was developed based on the comprehensive needs assessment in cooperation with DISD and LSC administration, ASAS NTX leadership, ASAS National Network leadership and the proposed CLC school principals. ASAS' research based program and staffing structure informed the CLCs budget process. Costs are based on "cost per student" and "cost per center/school" benchmarks provided by ASAS National Network (which currently operates dozens of successful CLCs in other states) to ensure each CLC is equipped with adequate resources to run effective programming to meet the objectives set forth in this grant. The CLCs will operate at: Thomas C. Marsh Middle School (TCMMS) - serving 65 students, grades 6-8; Francisco Medrano Middle School (FMMS) - serving 65 students, grades 6-8; Life School Oak Cliff Secondary (LSOCS) - serving 55 students, grades 7-8; and Felix G. Botello Elementary School (FGBES) - 75 students, grades K-5. All CLCs will run M-F, 3:30-6:30pm for 32 weeks during the school year and M-Th, 12:30-4:30pm for 6 weeks over the summer, except FGBES which will run M-F, 2:50-5:50pm during the school year. 98% of students to be served are youth of color and 89% of students are considered low-income, which aligns to the purposes of this grant to address the needs of low-income working families and their students.

Our CLCs will provide academic support, healthy living activities, STEM enrichment, and family engagement. Academic support will be led by ASAS' Program Leaders (PLs) in combination with ASAS' We Are Ready (WR) high school preparedness and social emotional learning curriculum. Healthy living activities will be focused on physical activity (e.g. lacrosse, soccer, yoga) and nutrition education. STEM enrichment will include classes such as coding, video game design, robotics, and DJ audio/music engineering, as well as hands-on STEM learning with community partners and career exploration. Both school year and summer programs will provide family education services. Program partners were selected based on quality of research-based curricula and proven efficacy in implementing youth program. ASAS NTX, DISD, and LSC worked together to assess the needs in the CLC communities, and the three organizations will discuss changes in need, analyze new parent surveys, and interview school leadership on a bi-annual basis to keep updated accounts of the current needs for all CLCs. The Project Director for this grant will oversee the implementation of all parts of the CLC programming in partnership with school site leadership, Site Coordinators and ASAS leadership. Additionally, ASAS partners with the David P. Weikart Center for Youth Program Quality to implement a research-based continuous quality improvement for all programs. Programs will be evaluated by an internal evaluator using qualitative and quantitative data, including attendance, quality, and benchmark outcomes, to evaluate effectiveness and advance continuous quality improvement. This application completely and accurately answers all TEA and statutory requirements.

ASAS operations are sustained by our strong collaboration with school and district partners. ASAS can operate directly from school sites, enabling ASAS to leverage resources like supplies, meeting space, and school-day staff. ASAS can operate efficiently with low overhead, allowing ASAS to focus fundraising efforts on garnering new partnerships with foundations, corporations, and individuals for strong, diversified funding sources for sustainability and expansion of future programs. It is through these diversified sources we are able to build sustainability for all our programs because we are committed not only to these four CLCs, but also to all of the communities we serve.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:  
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$452,795	\$2,000	\$454,795
Schedule #8	Professional and Contracted Services (6200)	6200	\$8,120	\$12,000	\$20,120
Schedule #9	Supplies and Materials (6300)	6300	\$20,240	\$1,500	\$21,740
Schedule #10	Other Operating Costs (6400)	6400	\$6,450	\$0	\$6,450
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$487,605	\$15,500	\$503,105
1.82% <u>indirect costs</u> (see note):			N/A	\$8,880	\$8,880
Grand total of budgeted costs (add all entries in each column):			<b>\$487,605</b>	<b>\$24,380</b>	<b>\$511,985</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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**Administrative Cost Calculation**

Enter the total grant amount requested:	\$511,985
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$25,599
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$39,520
5	Site coordinator (required)	4		\$158,080
6	Family engagement specialist (required)	1		\$24,700
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	ASAS Program Leaders	19		\$185,440
20	ASAS Executive Director (Admin)		1	\$2,000
21	Title			\$
22	Subtotal employee costs:			\$409,740
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$45,055
27	Subtotal substitute, extra-duty, benefits costs			\$45,055
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$454,795</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$20,120</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Internal Evaluator (Admin)- ASAS National Network to implement evaluation plan for all CLCs - \$3,000 per site	\$12,000
2	Girls on the Run - Focuses on female empowerment through running to build on themes of character, leadership, confidence building, healthy choices and includes goal-setting and working towards created goal. (\$25/girl for 10-week session, 4 schools)	\$1,500
3	Campfire- Offers one hour of programming per week on the topic of conflict resolution using group discussion and activities. (\$145 for 9-week session, 4 schools)	\$5,220
4	CitySpan- Attendance system fee at \$350 per site	\$1,400
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$20,120</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$20,120</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 95-4441208		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$21,740
<b>Grand total:</b>		<b>\$21,740</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 95-4441208		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$6,450
<b>Grand total:</b>		<b>\$6,450</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 95-4441208		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director (PD)	Bachelor's degree or High school diploma and 2+ years of experience working in leadership capacity in a school or afterschool setting is required; Experience in data reporting, evaluation, and fiscal/budget management; Management of CLC, afterschool, or school programs preferred.
2.	Site Coordinator(s) (SC)	Bachelor's degree or High school diploma plus one or more years of experience working in a leadership capacity in a school, afterschool, and/or social work setting is required; Education or related field preferred; Experience working with low-income youth; Spanish speaker preferred
3.	Family Engagement Specialist (FES)	Bachelor's degree in education, three years of experience in coordinating family self-efficiency programs, experience working in an educational, social service or family support setting with diverse groups, and experience in working with community agencies; Spanish speaker preferred
4.	Program Leaders (PL)	Some undergraduate study or High school diploma required; coursework in education or related field desirable; Experience working in school/afterschool setting preferred; Familiarity with youth development preferred; Teaching certificate preferred; Spanish speaker preferred

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve students' core course grades by providing academic supports	1. Identify students struggling academically in core courses by checking grades quarterly.	09/04/2018	07/19/2019
		2. Identify Program Leaders for academic support block.	08/01/2018	08/20/2018
		3. Academic program lessons and supports finalized.	08/01/2018	08/20/2018
		4. Students receive academic support/homework help.	09/04/2018	07/19/2019
2.	Improve students' attendance by engaging students/parents in program	1. Implement CLC outreach & recruitment plan for community.	08/01/2018	09/04/2018
		2. Design enrichment programming using youth surveys and focus groups	08/01/2018	08/20/2018
		3. Students engaged in enriching programming.	09/04/2018	07/19/2019
		4. FES implements Parents Matter Tool! program regularly.	09/04/2018	07/19/2019
		5. SC makes calls to families when students miss school.	09/04/2018	07/19/2019
3.	Increase students' grade promotion by providing academic, high school, & career programs	1. High school and career preparedness program delivered.	09/04/2018	07/19/2019
		2. Students receive academic/homework support.	09/04/2018	07/19/2019
		3. Enrichment activities that compliment and align with school work and career exposure provided.	09/04/2018	07/19/2019
		4. SEL activities delivered twice a week.	09/04/2018	07/19/2019
4.	Decrease students' discipline referrals by engaging students and parents in programs	1. Staff trained on social-emotional learning (SEL) curriculum.	08/01/2018	08/20/2018
		2. FES provides parents SEL training.	09/04/2018	07/19/2019
		3. SC coordinates with school administration to identify students needing SEL support.	09/04/2018	07/19/2019
		4. SEL activities delivered to students on weekly basis.	09/04/2018	07/19/2019
		5. SC meets with school admin regularly to inform school admin about student behavior issues.	09/04/2018	07/19/2019
5.	Improve students' performance on required state tests	1. Identify students struggling with STAAR-test preparation with school admin quarterly.	09/04/2018	07/19/2019
		2. Academic support for students not proficient on STAAR-test.	09/04/2018	07/19/2019
		3. SC makes calls to families when students miss school.	09/04/2018	07/19/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

After-School All-Stars North Texas (ASAS NTX) will partner with Dallas Independent School District (DISD) and Life School Charter (LSC) to provide four CLCs designed to address needs of working families & their students attending Thomas C. Marsh Middle School (TCMMS), Francisco Medrano Middle School (FMMS), Felix G. Botello Elementary School (FGBES), & Life School Oak Cliff Secondary (LSOCS), as identified by a comprehensive needs assessment conducted by the three organizations. At all DISD sites the CLC will be open to all students and we will work with schools to ensure inclusivity & equitable access for those with any disability. The LSOCS CLC will serve grades 7-8, as determined after surveying administration on existing recreational opportunities for grades 9-12. The assessment included discussions with district and school leadership, surveying parents' interest/concerns, and gathering demographic data. ASAS, DISD, and LSC identified needs (grouped into academics, poverty, and health), resources, and gaps in resources to meet those needs.

School	Grades	Enrolled*	Asian	Black	Hispanic	White	Econ. Disadv. *	At-risk*	NTX Rank	Grade
FMMS	6th-8th	910	0.1%	4.0%	95.0%	0.8%	91%	92%	334/387	F
LSOCS	7th-8th	291	0.3%	55.4%	42.4%	0.7%	79%	65%	336/387	F
TCMMS	6th-8th	975	0.8%	5.1%	90.2%	3.7%	90%	82%	380/387	F
FGBES	K-5th	556	0.0%	19.5%	78.7%	1.5%	96%	76%	808/1123	D+

(Data is from Children at Risk 2016-2017 report, except columns marked (\*) which are from DISD or LCS school profiles.)

**Academic Achievement:** TEA ranks all elementary and middle schools on three indices: Student Achievement, Campus Performance, and Growth, and given a letter grade based on weighted score. Each of the proposed CLC site received a failing or slightly above failing score. TCMMS, LSOCS, and FMMS ranked in the bottom 15% of all secondary campuses in North Texas, with TCMMS in the bottom 2%. FGBES ranked below the 35th percentile, receiving a "D." The average "at-risk" percentage (see chart above) for the proposed CLC sites is 79%, meaning these students are considered at-risk of dropping out of school. DISD and LSC administrators indicated a need for additional structured support afterschool, which will be provided by ASAS, to improve proficiency and help students get back on track academically. They also reported need for—and ASAS will provide via our CLCs— career exploration programs and self-discovery opportunities to help students understand, experience, and pursue the options available to them.

**Poverty:** 31% of Dallas children live in poverty, the third highest rate of any major U.S. city (U.S. Census Bureau, 2016). Yet, only 4% of afterschool programs are offered free or low-cost, leaving over 100,000 youth in Dallas County (D-Cty) unsupervised during the "danger zone" hours of 3-6pm (Dallas Afterschool, 2016). As noted above, 98% of students are youth of color & all the chosen CLC sites have >75% of students from an economically disadvantaged home. Lack of access to quality affordable afterschool programs directly affects students and their working parents in the proposed CLC neighborhoods, where poverty is rampant. Safe care for children is critical to parents' ability to work and provide for their kids. Parents & school administration report no existing resources available for afterschool/summer support for K-8 at these sites. The college readiness rate of low income Dallas students is six times lower than their more affluent peers. (Commit! 2015), making the intergenerational cycle of poverty harder to break. ASAS will address this gap and equip students with the tools and skills needed for HS, college, and career.

**Health & Safety:** Administration reports a focus on health and safety is important to keep youth on track for high educational attainment. They also noted sexual activity starts in 8<sup>th</sup> grade for many students, which is consistent with county data noting birth rate for girls 15-19 is 38.1/1,000 (TX Dept. of State Health Services, 2015). Juvenile arrest rates in D-Cty are higher than the state in the following areas: violent crimes, drug trafficking, public intoxication, liquor violations, and DWI/DUI (TX Dept. of State Health Services & Public Safety, 2010). In D-Cty, 71% of high schoolers reported past use of alcohol & 41% reported past use of marijuana (CDC, 2011). Because 36.3% of D-Cty children live in single-parent homes & there is a lack of affordable afterschool/summer programs (TX KIDS COUNT 2011-2015), students are left alone to make poor choices that can negatively affect the rest of their lives. 3-6pm is called the "danger zone" because these are the hours when risky behaviors (sex, drug use, violence, juvenile crime) peak (Afterschool Alliance, 2014). Additionally, due to neighborhood violence & limited or no organized athletic events as reported by administrators, these children have few opportunities for outdoor play, which affects physical health. 1 in 4 children in D-Cty live in food insecure homes (TX KIDS COUNT 2014). Both factors perpetuate TX' high-school obesity rate of 33.3% (The State of Obesity 2017). CLCs will include physical activity, nutrition education, & healthy snacks, aimed at curbing rising obesity rates. Furthermore, CLCs will work to keep kids safe & healthy by engaging them in positive enrichment opportunities during a critical age when youth begin to form unhealthy habits and engage in risky behaviors.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

ASAS NTX, LSC, and DISD have established a partnership for the purposes of working together to meet the needs of Thomas C. Marsh Middle School (TCMMS), Felix G. Botello Elementary School (FGBES), Life School Oak Cliff Secondary (LSOCS), and Francisco Medrano Middle School (FMMS)'s underserved school age population and their family members. We have worked together to identify those needs and to build a CLC plan that will adequately address those needs. We have collaboratively designed our CLC and will carry forward the grant in partnership, ensuring linkages between the school day, afterschool, summer programs, and family engagement events. We will accomplish this through regular consultation between ASAS' Site Coordinator (SC) and the CLC's school-day staff and administration.

Full responsibilities of DISD, LSC, ASAS, and each school are outlined in established partnership MOUs, but the following is an overview of key responsibilities: Each school will provide the space, security, snacks, and identify available school-day teachers to be hired as ASAS PLs for the academic block of the afterschool program. School day administration at each school will also make themselves available as needed for project leadership and consultation, and will provide access to student data as needed. ASAS Family Engagement Specialist (FES) will partner with DISD's Parents Matter Tool to run family engagement (FE) workshops. DISD's Parents Matter Tool team will train ASAS FES and school staff on FE best practices. ASAS NTX will provide project oversight, curriculum and training expertise, professional development, and hiring and management of all CLC staff. ASAS will oversee partner and vendor relationships and furnish/procure all necessary program supplies. ASAS will also coordinate with the project's internal evaluator.

Our CLC programming for all four sites has been thoughtfully designed in partnership with the schools to address the issues outlined in the above-described needs assessment and to achieve the stated academic objectives (improved core course grades, performance on required state tests, and on-time grade promotion) as well as behavioral indicators (increasing attendance and decreasing discipline referrals). For example, use of school-day teachers as PLs during the academic block of the afterschool hour will support academic achievement. Also, ASAS' overall comprehensive model has a proven impact on improving student attendance and reducing disciplinary issues as demonstrated by an external study of ASAS' program model being implemented in Chicago in which evaluators found a 22% reduction in school suspensions, an 18% decrease in school-day absences, and a 14% decline in chronic absenteeism as compared to a comparison group of non-participants (Schmader, 2015). Regular communication and collaboration between staff and sharing of relevant student-level data will also help ensure we are on track toward achieving our CLC's objectives throughout the course of the grant.

ASAS' operations are sustained due to our structure and strong collaboration with school and district partners. We operate under the 501c3 of a National organization, while retaining local staff and a local operating budget, leadership, and board. The ASAS National Network has worked in out-of-school-time youth development for over 25 years, and offers a wealth of expertise in the areas of program implementation, evaluation, marketing, and fundraising. ASAS has operated dozens of 21CCLC (including currently active CLCs in 12 cities). All ASAS NTX CLC programs will take place at the school sites, enabling ASAS' programs to leverage resources such as supplies, meeting space, and school-day staff. Through these partnerships, ASAS can operate efficiently with low overhead, allowing ASAS to focus fundraising efforts on garnering new partners and cultivating current funders for sustainability and expansion of future programs. Together we will ensure program sustainability by leveraging ASAS' local as well as National fundraising staff, who have a successful track record of raising private dollars from corporate, foundation, and individual donors to sustain 21<sup>st</sup> Century Community Learning Center grants after the completion of the federal term of award for dozens of CLCs throughout the ASAS National Network. As a school-based program, ASAS NTX ensures high operational efficiency and sustainability by leveraging existing school resources—including staff, facilities, and equipment.

ASAS ensures the long-term sustainability and financial viability of our operations through: 1) Continually cultivating a diverse pool of strategically aligned donors; 2) Building a group of core, sustaining partners, with a focus on securing multi-year commitments and fostering long-term funding relationships; 3) Engaging new corporate and foundation funders to expand our revenue base and strengthen our capacity.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ASAS NTX has a multi-disciplinary approach to improving student academic performance, school day attendance, behavior, and on-time grade advancement through a combination of structured homework help and hands-on informal learning through STEM, social and emotional learning (SEL), and HS readiness activities for students in middle school grades. To achieve the academic objectives of this grant (improved core course grades, performance on required state tests, and on-time grade promotion) our CLC will provide structured time for homework help during the school year in collaboration with school-day teachers hired as Program Leaders (PLs). ASAS' paraprofessional staff, called PLs, will provide homework help in a ratio of 1:15. Test prep will also be provided for students in advance of the STAAR standardized test.

Students at the CLCs will also engage in programming throughout the summer, allowing them to have 96 additional hours to make academic gains. Studies show that students, on average, lose between 25 – 30 percent of their school-year learning over the summer, and the learning loss for black and Latino students tends to be more as compared to their white peers (Atteberry, 2016). ASAS' signature high school readiness program called We Are Ready (WR) is offered 60 minutes, three days a week during the school year to teach effective ways to study, allowing students to determine what strategies work best for their individual learning styles. Topics frequently covered include test preparation, time management, and note-taking. When students feel prepared and know what they are doing in the school day, they are less likely to act out and more likely to want to come to school, thus increasing school day attendance and academic outcomes (Gettinger & Seibert, 2002). ASAS will also provide high school, college and career exploration activities that help students develop long-term goals and begin to link their current work with achieving these goals. Research shows that through long-term educational and career goal setting, students are more likely to see the value in their current education, and increase their focus and effort. (Eccles & Wigfield, 2002).

To achieve the behavioral objectives of this grant (increasing attendance and decreasing discipline referrals), all CLC staff will be trained to implement social emotional learning for students including a module on reframing conflict. The SEL class will take place 60 minutes, twice a week, during the academic block of school year programming. Over the summer, students will engage in SEL programming for 45 minutes four days a week. Staff are trained to approach youth conflict by taking behavioral issues and turn them into learning opportunities. A consistent program policy for conflict can ensure that staff members agree when it comes to thinking about what conflict can mean for youth development. The four policies for reframing conflict that our staff are trained to use are: 1. Approach all conflicts as an opportunity for learning; 2. Systemically and explicitly teach a process for handling conflict; 3. Deal with conflict on a situation by situation basis; and 4. Focus on the learning by giving youth a voice. By implementing these principles, staff can assist youth in reframing conflict situations as productive interactions using a consistent, youth-centered process.

Additionally, violence/aggressive behavior, sexual activity and marijuana use are serious issues in our CLC communities and frequently result in student discipline referrals. ASAS' comprehensive model focuses on SEL as well as leadership development, sports and wellness, positive relationships, healthy choices, and connections with positive adult role models can help reduce these instances of negative student behavior. In an external study of ASAS' model being implemented in Chicago, evaluators found a 22% reduction in school suspensions, an 18% decrease in school-day absences, and a 14% decline in chronic absenteeism as compared to a comparison group of non-participants (Schmader, 2015).

**Logic Model**

Activities	Resources	Outputs	Short Term Outcomes	Int. Outcomes	LT Outcomes
-Educational pathways & academic readiness -Homework support -SEL framework -Physical activities -Nutrition education -Career skill training -STEM programming	-Curriculum -Staff Training -Coaching & Feedback -Partners (LEAs, CBOs, Families, Business) -YPQI -Data & Eval. -21CCLC \$	-Dosage meeting 21 <sup>st</sup> Century guidelines -YPQI Quality score -Model fidelity observational assessment	-Improve HW completion -Decrease suspension & discipline referrals - Improve emotion management -Improve social support - Improve academic self-efficacy - Improve goal orientation	-Decrease suspensions & discipline referrals - Improve school attendance - Improve course grades - Improve STAAR test scores	-Increase on-time grade promotion

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Research demonstrates that comprehensive afterschool programs that offer academic, enrichment, and healthy lifestyles programming are more likely to advance academic outcomes than programs which are singularly focused on academics (Birmingham, 2005; Huang et al., 2008). As part of our comprehensive model, ASAS will implement three signature initiatives that are research-based, and focused on high school preparedness, career exploration, and health. All students participating in our CLCs will participate in each initiative during afterschool and summer programming.

**We Are Ready (WR):** ASAS' signature academic/high school preparedness initiative aims to improve academic readiness of students and prepare parents to support their children's academic success through FE activities. The program is based on research that academic transition programs that involve students, parents, and school staff are the most effective (Cohen & Smerdon, 2009). By bringing participants to middle schools and high schools to interact with older students and meet staff, WR follows research showing that programs that incorporate visits; interactions with older students; and gather information on courses, facilities, and safety perform at higher level of effectiveness (Cohen & Smerdon, 2009). Additionally, by hosting middle school/high school preparedness workshops for youth and their families, ASAS follows the research-based model of educating families around strategies to support their children's academic endeavors (Newman et al., 2000). Beyond the formal workshops and school visits, ASAS works to connect youth with successful working professionals from similar backgrounds. Social connectivity is critical to academic success; a positive connection with a youth development worker is associated with a 67% reduction in high school dropout rates (America's Promise Alliance, 2014). As an integral part of WR, ASAS incorporates SEL activities grounded in the evidence-based RULER framework, developed at the Yale Center for Emotional Intelligence. Classrooms using RULER have less aggression among students and perform better academically compared to those not using RULER. Findings highlight the important contribution of emotional literacy training and development in creating engaging, empowering, and productive learning environments (Hagelskamp et al., 2013). Finally, WR's structured time for homework help is designed to meet state and local academic performance standards.

**Career Exploration Opportunities (CEO):** CEO is a career exploration program that incorporates key research-based components including career modeling and providing explicit career support (Koivisto et al., 2011). CEO includes STEM programming to engage students in hands-on learning to ignite an interest in STEM at an early age. By providing open-ended, hands-on STEM projects called Wonder Kits in an informal setting, with the opportunity to interact with STEM professionals, ASAS aims to foster engagement and career interest (Krishnamurthi et al. 2014). By bringing in minority professionals as career models and mentors from STEM fields, youth can envision themselves in these professions and are more likely foster an early interest in a STEM career (Tai et al., 2006).

**Sports as a Hook (SAAH):** SAAH provides a wide range of healthy living & physical activity (PA) offerings, both structured and unstructured; this is consistent with research that diversity in physical activities leads to improved outcomes for youth, including increased physical activity (Beighle et al., 2010; Camacho-Miñano et al., 2011). Additionally, increasing choice and offering a range of non-competitive activities is a research-based approach to ensure that girls fully participate in PA (Camacho-Miñano et al., 2011). Lack of fruit and vegetable consumption is also a key contributor to youth obesity (Coleman et al., 2008). ASAS uses the evidence-based Common Threads nutrition curriculum focusing on multiple components of nutrition, including gardening and fruit and vegetable consumption; this is consistent with research that a comprehensive nutrition intervention, utilizing more than two nutritional components, is needed to improve fruit and vegetable intake (Evans et al., 2012).

While evidence-based content and program design is critical to student success, high quality instructional practice and delivery of content is necessary to deliver the best possible results for youth. There is a plethora of research supporting the fact that high-quality afterschool programs garner better results for students (Hall & Gruber, 2007). In relation to staff practices to further positive youth development, ASAS utilizes the validated, evidence-based Youth Program Quality Assessment (YPQA) process to further continuous quality improvement with targeted professional development and support (Smith et al., 2012). This unique combination of a comprehensive model scaffolds research-based program components with an evidence-based systematic process for ensuring quality of staff practices has yielded a strong record of positive outcomes for youth. Based on meetings with administration, needs assessment, student interest surveys, and conversations with parents, ASAS NTX has designed a program model that will address key student and family needs identified for each CLC, including: low academic achievement, poor health & safety outcomes, & prevalent poverty.

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Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ASAS NTX will provide comprehensive afterschool and summer programs to four Dallas schools: TCMMS (6-8), FGBES (K-5), FMMS (6-8), and LSOCS (7-8). Afterschool programs at TCMMS, FMMS, and LSOCS will operate M-F from 3:30-6:30pm and FGBES will operate from 2:50-5:50pm. The program will give students a safe and engaging environment, provide academic support, and offer a variety of enrichment programming including STEM classes, physical activity (PA), and nutrition education. Research shows that a comprehensive model that combines these elements is more effective in improving student achievement than those that are more singularly focused. The program includes ASAS' key national initiatives (WR, SAAH, and CEO), described above, which are research-based and results-driven.

**Afterschool:** To address the academic needs of students as described in our needs assessment (above), 1.5 hours of the afterschool program will be focused on academic support including homework help with ASAS paraprofessionals, targeted small-group peer-to-peer tutoring, and our WR program inclusive of SEL activities. WR includes academic/high school readiness classes, college exploration, lessons to help students make connections between academic and professional success, courses on study and organizational skills, MS/HS options fairs and application workshops. ASAS educates parents about their children's MS/HS choices and how they can support their transition. Twice a week for 60 minutes, ASAS staff will lead research-based lessons using the RULER framework on SEL to cover self-awareness, self-management, social awareness, relationship skills, and responsible decision making. In addition, ASAS will bring in CBO partner Campfire to provide nine 45-minute sessions throughout the year at each CLC on conflict resolution using the research based framework, Thriveology. The goals for WR remain the same for all age groups, but the delivery and activities differ depending on age. Our WR curriculum is focused on helping students succeed academically, develop socioemotionally, and prepare for successful transitions to MS/HS and beyond.

The remaining 1.5 hours of the program will be devoted to enrichment, with CEO and SAAH initiatives alternating daily. These initiatives are designed to inform students and parents about career readiness and student health, respectively. Classes respond to students' preferences and rotate per 8-week sessions. ASAS will offer four SAAH offerings 2x/week. Offerings across CLCs will include: lacrosse in partnership with Bridge Lacrosse; 5k running with Girls on the Run; yoga; basketball; soccer; and nutrition education and healthy cooking classes in partnership with Common Threads. CEO will also foster student growth in collaboration, creativity, curiosity, and critical thinking, vital cornerstones needed for 21st century skill building. CEO will offer four hands-on STEM learning offerings including but not limited to: robotics in partnership with Nine Dots; DJ/audio engineering in partnership with Global DJ Academy; and video game design in partnership with Minecraft Education Edition. Technology for these classes will be funded by private matching dollars outside of this grant. In addition, 1x/week ASAS will host a large group CEO activity including STEM career exposure by bringing in professionals for hands-on STEM learning experiences and/or career discussions.

**Summer:** Our students, their families, and their schools voiced the need for support for adolescent youth during the summer so that students' academic achievements do not decrease. In response, CLCs will provide a six-week summer program operating from 12:30pm – 4:30pm, M-Th. The summer program will take place in the afternoon to supplement the district's summer-school academic program offered for students in the morning. Our primary goals are a) to keep our kids safe and off the streets during the unsupervised time while their parents are at work, and b) to combat the learning loss students experience during summer break if not actively engaged. School administration asked ASAS to provide our signature initiatives which serve to incentivize students to attend tutoring in the morning. CLCs will offer the same SAAH and CEO offerings as the school year, but students will participate in both initiatives for 60 minutes every day since ASAS will increase the daily contact hours from 3 to 4 in the 6-week program. Afterwards, students will engage in a 45-minute large group healthy living activity followed by a 45-minute wrap-up WR activity and SEL reflection.

**Family Engagement:** ASAS Family Engagement Specialist (FES) will partner with DISD's Parents Matter Tool to run culturally and linguistically responsive FE workshops on topics such as building relationships with teachers, advocating for their child's education, and high school/ higher education options. To support parent educational attainment and literacy, we will connect them with home learning resources and activities, and facilitate access to technology. We will also provide suggested reading lists and referrals where appropriate to other community organizations for supplemental support services. DISD's Parents Matter Tool team will train ASAS FES and school staff on FE workshops and best practices. ASAS will host quarterly showcases and host 6 FE workshops per year at each CLC in addition to focus groups to inform program offerings. ASAS will also implement annual parent satisfaction pre- and post-surveys.

All programming will be evaluated using qualitative and quantitative data, including attendance, quality, and benchmark outcomes to evaluate effectiveness and advance continuous quality improvement.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Information about the CLCs, including its availability and location, will be shared with the community via school newsletters, posted signage, and social media, as well as through direct community outreach by staff as described below. All communication will be available in Spanish as well as English.

ASAS NTX will work with teachers, school counselors, and administration to identify and offer priority enrollment to students who are at risk for academic failure based on grades in core subjects, standardized test scores, attendance, and behavior. Site Coordinators (SCs) will work with School Liaisons (SLs) to continually update a list of those students most in need of academic support, which will be used for targeted program recruitment. Students will be recruited via: outreach during lunch and at dismissal time; open houses for parents to meet staff and learn about ASAS; and conversations with teachers/administration to identify and recruit highest-need students.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The safety of students and their families participating in the CLC program is of the highest priority to ASAS. When students enroll in ASAS at their CLC, a parent or guardian will designate mode of transportation on the student application forms. These forms are on file at the program site as well as the ASAS NTX central office. Completed enrollment applications contain information regarding each student's parent/guardian, all parties available to withdraw the child from the program, contact information with identification, and permission for the selected mode(s) of student dismissal. Parents choosing to withdraw their children early must provide identification prior to signing the student out. Persons not indicated as a designated alternate pickup will not be allowed to withdraw a student under any circumstance.

To assure the safety of all youth participating in ASAS, the following guidelines for youth entering and exiting the program have been established:

- Youth must report to the designated sign-in area within 10 minutes of final school day bell
- Youth must sign into the program and be marked present by ASAS staff
- ASAS Site Coordinator or designated staff member is the only person that may allow a student to leave the program
- Only parents/legal guardians or those authorized in writing may be permitted to enter the school facility and sign-out youth.
- All individuals signing a youth out must display valid identification and be included on the student's official pick-up list completed in the registration packet
- Youth walking or bike riding home must have previous written permission to do so by parent/legal guardians, and youth walking or bike riding home will not be allowed to leave the program site until the end of the regularly scheduled daily hours -- unless otherwise specified by parent/guardian in writing to ASAS.

Travel to the site is not necessary during the school year as each CLC will take place at the school, serving students from that school on campus, ensuring safe accessibility to the program's services. Once school day ends, participants meet in a designated, secure area of the school (e.g., cafeteria) where attendance is taken. Program participants will always be supervised by ASAS staff during the duration of the program. As noted from our school administration interviews, students will be transported to and from the CLC site by walking, biking, or guardian pick-up/drop-off.

During the summer, the majority of students will walk or bike to the program, as is their typical means of transportation during the school year. However, for students who live outside a safe parameter for biking/walking and who cannot be dropped by parents, ASAS will make available bus passes and/or transportation stipends (provided by private, matching dollars, not grant funds) and work individually with parents to develop a transportation plan that addresses the safety needs of their children. ASAS will also work with families and the LEAs to address the transportation and safety needs of any students with physical or mental disabilities.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ASAS NTX will engage volunteers to participate in We Are Ready workshops, Career Exploration Opportunities, and STEM learning activities. Volunteers may also host career-exploration field trips to the workplaces, which will be paid for via private dollars and not 21<sup>st</sup> CCLC funds. Volunteers will always be accompanied by an ASAS staff member who will help facilitate classroom management. Volunteer responsibilities may include: resume coaching, public speaking training, participating in career panels, hosting office tours, co-facilitate hands-on STEM activities or other activities related to facilitating career exploration.

Volunteer recruitment is a key responsibility of the ASAS Development team in partnership with the ASAS SCs. Many ASAS volunteers are recruited from our corporate partners, as described below in our plans for sustainability (See Statutory Requirement 9). All ASAS volunteers working at our school sites (one-time or recurring) must complete the ASAS conduct policy form and all volunteers at our affiliated CLCs must create an account through the volunteer checking system, Voly.org. Through this system, all volunteers undergo a background check. All ASAS volunteers attend a volunteer training, and any volunteer must also review and sign acknowledgment that they will adhere to the following documents: ASAS Volunteer Agreement, Social Media Policy, and Abuse Prevention Policy.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ASAS NTX operations are uniquely sustainable due to our structure: we are a local chapter of a national network that has a long history providing education and enrichment programming. We operate under the 501c3 of a National organization, while retaining local staff and a local operating budget, leadership, and board. The ASAS National Network has worked in out-of-school-time youth development for over 25 years, and offers a wealth of expertise in the areas of program implementation, evaluation, marketing, and fundraising. ASAS has operated dozens of 21CCLC (including currently active CLCs in 12 cities). We are always prepared to ensure our programming is supported by strong diversified funding streams, as we are committed to the communities we work with. We achieve this sustainability through strategic fundraising that doesn't depend on one source of funding.

Additionally, the National Office provides support with accounting, HR and operations; resources and guidance in board management, staff professional development, and partnership management. Under this structure, ASAS NTX can concentrate on running high-quality, high-impact programs and building strong community partnerships to bolster these programs. Our operations are also sustained by strong collaborations with school partners, Dallas Independent School District and Life School Charter. As a school-based program, ASAS NTX ensures high operational efficiency and sustainability by leveraging existing school resources—including staff, facilities, and equipment. Through the planned partnership with DISD and LSC for this project, our schools are committed to working together to ensure all student needs are met.

ASAS ensures the long-term sustainability and financial viability of our operations through: 1) continually cultivating a diverse pool of strategically aligned donors; 2) building a group of core, sustaining partners, with a focus on securing multi-year commitments and fostering long-term funding relationships; 3) engaging new corporate and foundation funders to expand our revenue base and strengthen our capacity.

To sustain each of our school sites, ASAS NTX created a three-year strategic plan with the local Advisory Board. ASAS will continue to build and cultivate a diversified pipeline of foundations, corporations, and individuals to fully fund school sites with multi-year commitments. In addition, ASAS NTX has a committed Board that aids in raising both individual and institutional funding for the organization. ASAS has demonstrated our ability to garner support from differentiated sources. Current partner MetroPCS provided seed funding in 2012 and has run a successful cause marketing campaign for the past four years, raising over \$230,000 for our Dallas youth. We also have secured three multi-year grants with United Way of Metropolitan Dallas (\$111,253 per year; July 2016-June 2019), The JCPenney Foundation (\$125,000 per year; July 2017-June 2020), and Crystal Charity Ball (\$592,140.78 to be spent June 2019-May 2022). Finally, expanding our services to serve more schools is a key component of our sustainability strategy. In serving more schools and students, we will grow our impact in the Dallas community and raise our organizational profile. Our evidence-based model has proven effective in supporting student achievement in Dallas and across the country. Because of the success of the ASAS model, ASAS NTX is frequently approached by school administration requesting ASAS on their school campus. Through expansion, we will benefit more students in need and shine a light on our programs' significant positive impact in schools and communities. This effort will poise our organization for sustained growth both programmatically and financially, as increased visibility of our work will help encourage partnerships from new, local organizations and individuals.

It is through all the above-described diverse streams revenue that ASAS has been able to grow our budget from less than \$200,000 (serving one-school) in 2012 to over \$1 million serving five schools in 2017. Furthermore, it is those diverse streams of funding we will be able to leverage to provide matching funds for these programs and to continue operating the four CLCs after the terms of this grant concludes.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

No existing Dallas, state, or federal dollars will be supplanted for ASAS NTX CLCs, as there is currently no funding to sustain afterschool or expanded programs as described in this grant. LSOCS, TCMMS, and FGBES are relying on ASAS to secure new funds to continue this programming, as previously secured private dollars that funded our programming are no longer available beginning in July 2018; FMMS is relying on ASAS to secure new funds to begin this programming, as they currently have no afterschool programming provided by ASAS or any other provider.

In addition to the \$511,985 requested yearly in this application, ASAS will provide matching private dollars from our corporate, foundation, and individual donors as needed to fund field trips, food, and other un-fundable expenses under this grant. No state, federal, or local public funding will be supplanted in the execution of the four proposed CLCs. Additionally, LSC will provide \$22,000 in matching funding to pay for school administrator, janitorial staff, air conditioning, and snacks daily during the afterschool and summer school program. These funds will come from private sources within the LSOCS's budget. TCMMS, FMMS, and FGBES will all provide CLCs with janitorial staff and air conditioning for school year and summer programs. In addition, DISD will provide TCMMS, FMMS, and FGBES with snacks during the school year programs.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**TEA Program Requirement 1:** Enter center-level information requested for each of the proposed centers.

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Thomas C. Marsh Middle School 3838 Crown Shore Dr Dallas, TX 75244-7198		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057-905-054				
	<b>Cost per student</b>	\$924				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		65	<b>Parent/legal guardian target (in proportion with student target):</b>		39
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Felix G. Botello Elementary School 225 S Marsalis Dallas, TX 75203		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057-905-289				
	<b>Cost per student</b>	\$809				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		75	<b>Parent/legal guardian target (in proportion with student target):</b>		45
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Francisco Medrano Middle School 9815 Brockbank Dallas, TX 75220		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057-905-079				
	<b>Cost per student</b>	\$924				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		65	<b>Parent/legal guardian target (in proportion with student target):</b>		39
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Life School Oak Cliff Secondary 4400 S RL Thornton Fwy Dallas, TX 75224		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057-807-001				
	<b>Cost per student</b>	\$883				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		55	<b>Parent/legal guardian target (in proportion with student target):</b>		33
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>			<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>			<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
			Feeder school #1		Feeder school #2		
	Campus name				Feeder school #3		
	9-digit campus ID number						
Estimated transportation time							
<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
			Feeder school #1		Feeder school #2		
	Campus name				Feeder school #3		
	9-digit campus ID number						
Estimated transportation time							
<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
			Feeder school #1		Feeder school #2		
	Campus name				Feeder school #3		
	9-digit campus ID number						
Estimated transportation time							

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>			
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name:</b>					
	<b>9-digit campus ID number</b>					
	<b>Estimated transportation time</b>					

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The management plan for this grant is based upon the many years of experience that ASAS has in fulfilling the requirements of large grant-funded projects, in adhering to all guidelines and meeting all reporting deadlines. ASAS NTX has the infrastructure in place to meet the operational and fiscal needs of managing this project locally with the additional support from our National ASAS Network who has over 25 years of management experience. ASAS NTX's capacity to manage complex projects has been further strengthened in recent years by the creation of new roles within the organization, including an additional Program Manager, Operations Coordinator, and Fundraising & Staff Assistant. Along with the team of highly trained and skilled staff at each site, ASAS NTX employs six full-time staff who are highly qualified to ensure programming is implemented with fidelity to the mission and vision of the organization. The Executive Director (ED) has 20 years of experience working in non-profit and afterschool programming. The two ASAS-Program Managers (PMs) are experienced youth development professionals with 17 years combined afterschool experience and are dedicated to managing ASAS' sites including the four proposed CLCs; both PMs will collaboratively work together with the CLC Project Director (CLC-PD) to ensure all program activities, reporting, and evaluation are implemented effectively. The ASAS Development & Marketing Manager will support operations, procurement, fundraising, and grant reporting. Under this grant, all Site Coordinators (SCs) from CLCs will be full-time employees working to implement programming and help the CLC PD with quarterly reporting, data collections, and CitySpan entry.

Each site's SC works 8 hours/day to prepare and connect with teachers and administrators, talk to parents, conduct administrative activities, recruit students, and supervise programming. Qualifications are listed in the management plan (Schedule #14 above). SCs will office at the CLCs and work every day with school site staff to build strong relationships with the school and continuously identify students needing additional academic or behavioral support. Each SC will use various strategies (e.g. lunchtime recruitment, presentations at the CLC's parent/teacher nights, school signage) to ensure the CLC meets the target number of students served annually. SC will be available to work with the school liaison and counselor during the day to call parents/families and talk to students identified for high-priority recruitment. School site staff and SCs will collaborate daily to stay on track to meet the objectives outlined in this grant. Each SC will oversee a team of contractors/partners and PLs who work 3 hours/day in the school year and 4 hrs/day in the summer to teach classes (+64 hours/yr of planning). For the purposes of this grant, contractors will have the same roles and responsibilities as PLs, teaching classes in the specialty topics alongside a PL. Required qualifications of contractors are the same as listed for PLs in the management plan (Schedule #14 above).

To ensure all staff are qualified to work with all students and families, including those with disabilities and ELL, ASAS provides training that focuses on the Advancing Youth Development (AYD) and YPQA frameworks. These frameworks focus on providing expanded learning opportunities for youth with diverse learning styles and abilities. Furthermore, ASAS employs "floater" PLs, preferably bilingual, so that when we enroll ELL students in schools without large ELL populations, the floater can take a targeted approach to serve these youth. Lastly, ASAS hires school day teachers as PLs to assist in the academic portions of the daily program. This is effective due to the familiarity that the school day teachers have with each student's academic performance. They provide feedback that better enables ASAS' staff to vary their approaches to understand and meet the individual needs of students.

ASAS strives to be a great place to work, with a focus on individual development, supporting progress towards goals, and linking performance to compensation. We care about the development of our employees, advancing their skills, their future success, and longevity with the organization. All staff attend regular training and professional development ensure adequate training and support, ensuring the preparedness of all staff in the following ways: First, to ensure the safety of all staff and program participants, ASAS requires that all staff complete a CPR and First Aid certification as well as emergency preparedness classes through Safe Schools upon hiring. Second, ASAS provides comprehensive training at the beginning and throughout each school year that focuses on both AYD and YPQA frameworks. Staff also receive targeted training on the courses they will be teaching, either from ASAS regional or national program staff or from third-party curriculum partners such as those described above. Third, ASAS will provide quarterly professional developments, each targeted at a YPQA module (e.g. Quarter 1: Youth Voice, Quarter 2: Reframing Conflict, etc.). All staff will also receive training about this grant and its requirements and management structure to ensure all staff involved with the CLCs are well equipped and trained for success.

Professional development expenditures are built into every grant ASAS NTX is awarded, as professional development that ensures employees' growth is a proven retention tool, allowing employers to identify and grow a talented work force and to retain those individuals who are dedicated to the work and the mission of the organization.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 95-4441208

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The ASAS National Research & Evaluation Director (Jason Spector) will serve as the internal local evaluator. Five overarching purposes will drive the evaluation efforts: 1) assessing the degree to which state and local objectives and goals are being achieved 2) documenting lessons learned; 3) providing feedback recommendations for quality program development and improvement; 4) examining changes that resulted from the program; and 5) providing continual input to guide decision-making for renewal and extension of the program. The evaluation will be both formative and summative, designed to provide ASAS with actionable recommendations and feedback on program implementation based on a series of in-depth site visits by the evaluator in the fall and spring of each program year, including interviews and focus groups with SCs, regular school day administrators, front-line program staff, parents, and students.

Interviews and focus groups will focus on: identifying program successes and challenges; suggestions for improvement; and understanding the unique role, needs, and concerns of each stakeholder. The evaluator will conduct YPQI external assessments of program activities, examining elements of program quality including building a safe and healthy environment and supporting youth learning. These assessments will serve to support a year-round cycle of continuous quality improvement where the CLCs develop SMART goals and improvement plans based on assessment data, receive targeted PD to improve staff practices in identified areas, and assess the program again to enter into another improvement cycle. Additional formative data collected will include participants' demographics, daily CLC attendance, enrollment in key CLC activities as documented in Cityspan, ASAS' attendance tracking system.

Summative evaluation will document changes in key outcome areas among participants (e.g., improved grades, improved accountability assessment scores, improved behavior, etc.), and provide evidence that the program is accomplishing its goals and objectives. Data collection measures and data sources will include student, parent and teacher surveys; official school records (e.g., grades); and Cityspan (e.g., collect and track attendance, enrollment in key CLC activities, student demographics). Summative, quantitative analyses will focus on participants, including comparing those with high levels of attendance to those with low levels, or those that dropped out of the program completely, to approximate a comparison group. Analysis methods may include descriptive statistics, cross-tabulations with chi-square tests, paired samples t-tests, independent samples t-tests, and multiple regression.

Both quantitative & qualitative methodological approaches will be used to evaluate proximal and distal outcomes. Data will be gathered from multiple sources to corroborate evaluation findings and to provide multiple perspectives (e.g., assessing program quality indicators, objective student outcomes performance measures using state-identified instruments and systems; staff evaluation; student and parent satisfaction; as well as student behavioral and attitudinal changes). All qualitative data will be analyzed using Content Analyses, which involves the systematic process of condensing raw qualitative data (e.g., focus group notes) into categories or themes based on valid inference and interpretation (Patton, 2002). Key evaluation findings will be reviewed and reported to appropriate internal and external stakeholders midyear and annually. The purpose of reviewing and reporting is twofold: to aid in decision-making towards program improvement, and to improve understanding of the program's achievements and progress (and areas for improvement) in attaining its intended goals and objectives. Additionally, the reports will be used to inform program about unforeseen or unintended project outcomes. All reports will be action-focused and distributed in a timely manner.

ASAS has a data-sharing agreement with DISD (and will establish one with LCS prior to the grant start) that allows us to request student-level data, e.g. demographics; special education, ELL, and free lunch status; quarterly grades; school day attendance; suspensions/expulsions; and interim/summative assessment scores. The evaluator will also have access to CLC enrollment/attendance data, which is collected at the student- and activity-level daily via Cityspan. The evaluator will merge the student-level data obtained from the LEAs and ASAS using unique student identifiers. SCs will monitor attendance data weekly to ensure that benchmarks for participation are met.

Using a valid and reliable survey instrument, ASAS will administer a survey to school teachers of ASAS participants each spring via which they will assess each participant on their progress from the beginning to the end of the school year on a series of attitudes and behaviors that they can observe in the classroom (e.g., academic performance, homework completion, class participation, positive peer interaction). ASAS has all the resources to comply with evaluation, including high-speed internet, computer access and technical support, and personnel to enter and collect data. SCs will be responsible for survey administration and collection, and data entry into any state required database system in a consistent and timely manner. The internal evaluator will assist with completion and submission of annual report data and also coordinate the collection and monitor the quality and completeness of required federal and state data. See Statutory Requirement #3 for copy of Logic Model.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 95-4441208

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 95-4441208

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 95-4441208

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 95-4441208

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Tailor program offerings to individual students, as needed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Tailor program offerings to individual students, as needed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 95-4441208

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 95-4441208

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 95-4441208

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 94-4441208

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

**Assurances**

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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